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The Foundation of Students' Healthy Activities: Physical Culture and Sports

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ABSTRACT

The article highlights the varied contributions made by the physical culture departments and the academic field of "Physical Culture" to preserving, enhancing, and advancing students' psychophysical well-being. Physical education classes and extracurricular activities both reflect various psychological and educational interactions with students. The authors contend that the development of a healthy lifestyle for young people while they are studying at the university can only be facilitated by a comprehensive, practice-oriented, and ideological approach to physical culture and sports, aimed at enhancing the student's personality and offering healthy youth activities. The specifics of presenting physical education, sports, and a healthy lifestyle to future doctors are revealed based on the experiences gathered by the Department of Physical Culture and Healthy Lifestyle at the Altai State Medical University. In general, medical students have been found to have an informed and positive attitude about leading a healthy lifestyle, which is related to their intended field of study. It should be highlighted that different medical specializations call for multilayered and qualitatively distinct psychomotor preparation.

KEYWORDS: *physical culture, extracurricular activities, students, health, lifestyle, psychomotor preparation, teachers, competition*

Introduction

In all universities, the subject "Physical Culture" is taught in both the secular (humanitarian, natural-scientific, medical, technological, agricultural) and the religious professional sectors. Physical culture enables one to approach the development of a fully developed personality in a combination of all facets of its emerging culture in the area of its varied impact (bodily, social, spiritual). Additionally, it helps people reach a certain degree of body, soul, and spirit harmony (P. G. Vorontsov, O. S. Wegner, N. V. Repina, and N. A. Khimicheva) [1; 3].

This article aims to demonstrate the value of physical activity and athletics in students' lives and in enhancing their health. The following tasks are underlined in accordance with the objective: 1) To demonstrate how the department of physical culture's instructors contribute to students' improvement of their psychophysical health; 2) To highlight the specifics of physical culture and sports work with students, introducing them to a healthy lifestyle at a medical university, using the work experience gained by the department of physical education and a healthy lifestyle at the Altai State Medical University (Barnaul, Russia)

Materials and Methods

The Departments of Physical Culture amassed a wealth of pedagogical experience on physical culture, sports training, and enhancing student health, which served as the basis for the research [7, 8, 13, and 14]. A study of educational, educational, cultural, and mass activity with students at the Departments of Physical Education was conducted using psychological and pedagogical methodologies.

Teachers in the physical education department have developed special methods for working with kids who have varying levels of physical fitness and attitudes about improving their lifestyles, including the conditionally, relaxed, and intentional types. Taking into account the unique aspects of psychophysical preparation for enhancing future doctors' lifestyles, a generalization of the work experience of the ASMU Department of Physical Culture and Healthy Lifestyle is offered.

Results and its Discussion

All universities have "Physical Culture" on their curricula for both secular (religious) and distinct professional sectors (humanitarian, natural-scientific, medical, technological, agricultural). Physical culture in the area of its influence enables one to approach the development of a fully formed personality in a synthesis of all facets of its developing culture (physical, social, and spiritual); causes development associated with the accomplishment of a particular level of harmony of spirit, soul, and body in it.

The requirements of State educational standards and Federal educational standards for higher education are used to guide the teaching of physical education at universities. Additionally, the desires of students of various specializations for the recovery, bolstering, and development of their health are taken into consideration during the training and physical education process. The curriculum material in the fields of "Physical Culture," "Physical Culture and Sports," "Applied Physical Culture," or "Elective Courses in Physical Education" is interdisciplinary in character, with variances at various universities across the nation. Specialized knowledge of physical culture and sports is included in the program, which is also developed with the assistance of the essential complex of contemporary humanitarian and scientific achievements. Physical culture instructors today are required to possess the same adaptable training principles. They ought to be knowledgeable in the relevant branches of philosophy, bioethics, valeology, cultural studies, religious studies, pedagogy, psychology, anatomy, physiology, hygiene, biochemistry, biomechanics, dietetics, adaptive physical education, sports medicine, medical physical education, traumatology, ecology, and other scientific and pedagogical knowledge regarding human health, particularly that of young people [12; 15].

The academic field of "Physical Culture" at the university serves multiple purposes. This field of study is focused mostly on enhancing and advancing juvenile health in higher education institutions. It accomplishes a vast array of related

and complimentary jobs. The following are some of these crucial tasks:

1. enhancing pupils' mental and physical performance, as well as their motor and psychomotor skills, and preserving their physical health at a high level;
2. development and enhancement of fundamental physical, applied mental, and unique psycho-locomotor skills required for future professional activities in one or more specialties (technical, medical, agricultural, information-computer, humanitarian, and cultural, etc.), with a steady progression in skills and abilities over the course of all years of study at the university;
3. the formation of students' personal value attitudes toward the quality utilization of physical education tools and techniques as an essential element of their healthy lifestyle;
4. growth of the process of enhancing youth health as a special factor in the overall cultural development of young people, and in medicine - for mastering the medical profession;
5. developing the psychophysical status of a future specialist's personality while taking into consideration the nature and substance of their motor function. With the assimilation of the peculiarities of professional movements, this refers to the psychophysical status of a person in sedentary professions who is subjected to increased physical loads, and to professions with significant locomotor loads;
6. the incorporation and accumulation of practical knowledge of conventional healing methods into the framework of physical education during the training process to support and restore health;
7. mastering motor skills in order to combine them with professionally applied physical training of a future specialist in a particular profession, taking into account the increased loads on individual organs (for example, vision), on distinct interconnected muscle groups (for example, when controlling equipment, performing on stage, performing laboratory work, performing surgical operations, etc.), and mastering relaxation techniques during overloads;
8. the acquisition of knowledge and skills for self-evaluation of one's own physical and psychological well-being, as well as for making the required adjustments for one's physical conditions to recover. mastery of techniques for assessing the body's energy, physical, functional, psychological, and emotional conditions, as well as techniques for correcting their states, functions, and physical culture techniques;
9. enhancing the available tools for practical motor coordination expanding the human body's functioning psychomotor skills to shield it from detrimental production components in the future professional activities. being aware of how physical education, physical education, and physical self-training can help to ensure their life safety;
10. Physical culture is used in group and individual workshops to teach techniques for controlling one's own body's signs and cooperating with others to do so. learning how to put together and run morning and work gymnastics complexes, as well as how to keep a self-control journal;
11. the growth of abilities to adhere to standards of personal and public hygiene, as well as skills in the physical education system. consolidation of the motivational-value attitude toward the motor regime's daily performance (taking into consideration typical physical loads imposed by one's career and daily activities, as well as ways used to manage these loads through physical culture).
12. acquiring knowledge of how to prevent accidents and occupational disorders as well as therapeutic physical culture (in certain professions). introduction to mass participation sports at various seasons of the year. Their characteristics (genetic propensity for particular types of physical activity, temperament, upbringing, life interests, etc.) are taken into consideration while choosing a specific sport for the amateur or professional parts of training.
13. intentional growth of interest in sports and physical education. the development (through physical culture) of a significant rejection of unhealthy behaviors and familiarity with certain aspects of a healthy lifestyle (healthy daily regimen, walking and traveling, methods of hardening the body, etc.)[4; 5; 6].

Despite the fact that the discipline "Physical Culture" is universal and is taught in all universities across the nation, where it is used to train specialists in a variety of specialties, as can be seen from the complex of the main tasks of this discipline, this subject has a distinct specificity in universities with various profiles. In this regard, physical education teachers carry out the process of completing the physical education of students (after high school and college), always taking into account the specifics of a particular university or vocation at a given faculty. Therefore, the general portion of standard education and a particular portion, where specific motor skills are taught in connection with the career of a future specialist, are both necessary components of the content of physical education curriculum. Regarding the second issue, it is crucial that the department's professors engage in innovative pedagogical, scientific, methodological, and research activity, taking into account their experience instructing this topic in various departments, etc.

Additionally, at this time, teachers of physical education and sports are developing particular teaching abilities that take into account students' health. According to a number of studies, from the turn of the century to the present, the general state of students' physical health in the mass population has weakened rather than improved [2; 4; 9]. It is no accident that only in the departments of physical education, as opposed to other university departments, there is a special division of students into the following groups based on their physical health status: special medical groups, preparatory groups, main groups, as well as sports groups for specific sports that can function as sports sections with specialized high physical (sports) training. On this situation, the physical education teacher should be well-versed in the general characteristics of the health status of pupils at various stages of physical development. Different sets of exercises (of various complexity) should be employed in different study groups, and the applicable general complexes should be used differently depending on the time of application and the intensity of loads. Additionally, in order

to work with well-trained pupils and athletes, teachers must possess the coaching abilities for a variety of sports. It's crucial for teachers in the physical education department to have personal athletic accomplishments and sports-related categories.

Furthermore, historically, professors in the departments of physical culture have actively contributed to the university's overall cultural endeavors, largely by managing its sports component. Sports competitions, sporting events, and other exciting and beneficial activities are all organized by them. They prepare individual athletes, student teams competing in a variety of sports, and university national teams to compete in a range of sporting events at different levels. Within the university, such as inter-faculty tournaments, are held the biggest contests.

The best students and teams are currently being chosen to compete in competitions between universities, in cities, and in regions. Additionally, student teams for competing in Uzbekistan competitions, Uzbek contests in different sports among single-profile institutions and all-Uzbek, as well as preparations for up to worldwide competitions in the individual or team championships, are made. These kinds of events allow teachers in the physical education department to demonstrate their diverse teaching, mass sports, and specialized coaching skills.

The work to organize a healthy lifestyle through physical education and sports with the engagement of the entire university staff is related to the development of physical culture in a university and is a key component of such work. This involves the creation of national teams for the university's faculty in specific sports, with participation in events at various levels and the active participation of the department's instructors in a variety of sports. Teams made up of professors and students were not just professionally formed; they were also mixed amateur teams. A major educational value is also provided by the university's longstanding traditions in sports and recreation. University plays a significant part in this work.

The most significant foundation for all the work stated is found in gymnasiums, sports bases, and sports camps.

In the first section of our article, we went over the general duties of physical culture in universities with a variety of profiles and the varied work of physical education teachers in the education of physically strong students, with the goal of a healthy lifestyle for a long time, ideally for life. We took note of the unquestionably positive impact physical culture has on a person's ability to live a healthy life.

And now, with its undeniable specialization of activity, we turn to the cumulative work experience and some shared successes of the professors at Altai State Medical University's Department of Physical Culture and Healthy Lifestyles in boosting the health of medical students. First and foremost, it entails that aspiring medical professionals set a good example for patients by maintaining a healthy lifestyle themselves. To do this, they are required to keep an eye on their own psychophysical health and be able to build and develop it through physical culture, sports, and familiarization with a healthy lifestyle. This obligation begins even before they reach the pinnacle of their professional positions.

According to E. V. Ushakova, "Medical knowledge is one of the oldest in life at its heart. The extensive human experience with sustaining life, conserving life in the face of disease, trauma, natural catastrophes, and other tragedies, as well as guaranteeing the well-being of individuals, families, and entire communities, has been assimilated and put on a scientific and rational basis [11].

In light of the aforementioned, it is a medical university that can and should, by definition, be the vanguard in strengthening and expanding general health and fitness-sports practices, developing a high culture of familiarization with a healthy lifestyle, and actively resisting the unhealthy and manipulative lifestyle of some young people.

A question posed in this manner is perfectly congruent with the role that medicine and healthcare play in improving the Uzbek people's health. In "On the Basics of Protecting the Health of Citizens in Uzbekistan" [10], these responsibilities are explicitly laid forth. The relevant state documents stated that the protection of citizens' health in Uzbekistan is a combination of political, economic, legal, social, cultural, scientific, medical, sanitary-hygiene, and anti-epidemic measures with the goal of preserving and strengthening each person's physical and mental health, maintaining his long active life, and providing him with medical care in the event of loss of health.

At the same time, pupils with poor health are served by specialized medical groups using health-saving technologies[1]. Health-improving technologies are used in groups of healthy students with a constant increase in physical and psychophysical loads across student groups, from preparatory to primary and sports [5; 8; 13]. Teachers and medical students, on the one hand, need a set of essential theoretical knowledge for preparation of lectures and theoretical self-training[9] in order to accomplish this. In practical sessions in physical culture, physical culture, and sports, students must engage in systematic, concentrated motor activity that is developing. This is crucial for teachers and medical students. Extracurricular physical culture and health practice are required to solidify the learned skills.

Conclusion

Therefore, physical education classes, sports, and fitness activities, as well as the development of young people's worldviews and attitudes toward a healthy lifestyle, are essential for any institution. They take on a specific relevance at the medical university in relation to the professional endeavors of aspiring physicians and healthcare professionals. Certain medical university students receive different professional physical education and sports training than others, such as epidemiologists, rural and district doctors, pharmacists, ambulance doctors, specialists in emergency and disaster medicine, etc. [2]. Teachers of physical culture must engage in further research, new pedagogical work, and distinctive educational methods.

As a result, there are additional requirements for the training and retraining of physical education teachers in both general and specialty areas related to their field (such as adaptive physical culture, sports physiology, sports training in a particular sport, fitness technologies, etc.).

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